

## #8

<b>Emnekode</b>	SAMPOL305
<b>Emnetittel</b>	Multivariat dataanalyse
<b>Semester</b>	Høst 2018
<b>Institutt</b>	Institutt for sammenliknende politikk
<b>Emneansvarlig</b>	Tor Midtbø
<b>Sist evaluert (semester/år)</b>	Vet ikke

### Emnets undervisnings- og vurderingsform

Studentene skal innlevere metodeark og essay. Den førstnevnte teller 25 prosent av karakteren.

### Oppfølging fra tidligere evalueringer

Den viktigste endringene har vært 1) å samkjøre undervisningen i 305 og 306 og 2) inkludere metodearket som en del av karakteren

### Sammendrag av studentene sin evaluering

Evalueringen er basert på kun seks svar (hvorav to ikke er fullstendige) av 39 utsendte spørreskjemaer, og sier derfor svært lite. Hvis jeg kan konkludere med noe i det hele tatt, er det at studentene er fornøyde med de to nye tiltakene: samkjøringen og metodeark.

### Emneansvarlig sin evaluering

Dette er et vanskelig emne, som har blitt enda vanskeligere med innføringen av nye statistiske temaer og overgangen til statistikkprogrammet R. At det var så mange studenter oppmeldt dette semesteret, svekket også muligheten for å holde undervisningen i seminarform. Samtidig har samkjøringen med 306 og oppprioriteringen av metodearket (og en individuell veiledning knyttet til den) forhåpentligvis gjort det litt lettere for studentene. Tilbakemeldinger jeg har fått fra studentene tyder på at PC-øvingene - som det ikke er stilt konkrete spørsmål om i spørreskjemaet - denne gang fungerte veldig godt.

**Last opp karakterfordeling her** [karakterstatistikk\\_305.pdf](#)  
**(Du finner den i Inspira, alternativt kan du ta kontakt med administrativ kontaktperson)**

### Evt. kommentar til karakterfordeling

Karakterene dette semesteret var sånn midt på treet. De fleste av studentene behersket metoden ganske godt, men det var ofte en del å utsett på de teoretiske og språklige aspektene ved essayene.

### Mål for neste evalueringsperiode- Forbedringstiltak

Opprettholde samordningen med 306, få tak i en dyktig leder for PC-øvingene og kanskje forsøke å redusere litt av tempoet i forelesningene.

**FS580.001 Resultatfordeling**

Eksamen: SAMPOL305 0 L 2018 HØST

Multivariat dataanalyse - Mappevurdering

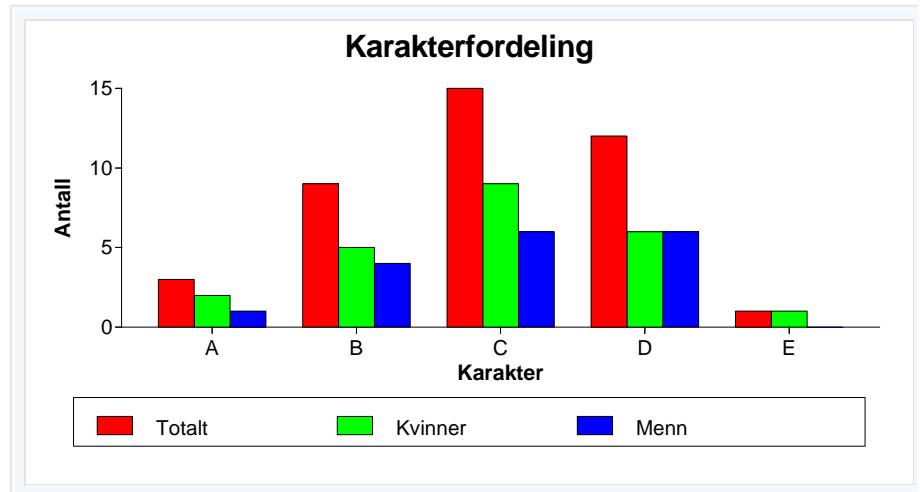
Karakterregel: A-F

15,0sp

-

	Totalt	Kvinner	Menn
Antall kandidater (oppmeldt):	45	26	19
Antall møtt til eksamen:	45	26	19
Antall bestått (B):	40	23	17
Antall stryk (S):	5	3	2
Antall avbrutt (A):	0   11%	0   12%	0   11%
Gjennomsnittskarakter:	C	C	C
Antall med legeattest (L):	0	0	0
Antall trekk før eksamen (T):	0	0	0

Karakter	Antall	Kvinner	Menn
E	1	1	0
D	12	6	6
C	15	9	6
B	9	5	4
A	3	2	1



**To:** SAMPOL leadership /administration

**From:** Michael Alvarez

**Date:** 12 February 2018

**Subject:** Commentary on SAMPOL306 student survey, Autumn semester 2018

The average score for “how much have lectures contributed to your learning” is an unsatisfactory “3”. Undoubtedly, this score derives from the fact that this course does not include lectures at all – it is a purely discussion-based format. But if we instead assume that “lectures” is understood more generically, then my interpretation of the low score is that it derives from the very unsatisfactory degree of student preparedness and discussion – this was a major liability of seminar sessions this semester. How to address this problem?

- (1) Via the teacher: *Increase the degree of teacher-led structure* – incorporate more brief lecture introductions to the readings, summarize more key points;
- (2) Via the students: require that each student prepare a set of bullet points for each and every session – minimal: five bullet points based on three of the required chapter/book chapter length readings. NOTE: I have tried this approach previously on several occasions – on a voluntary basis. Result: *fewer than 20% of the students actually did it*. In one session, five out of 38 students actually prepared as requested. Hence my recommendation: Such submissions be added to the course as *obligatoriske innleveringer*.

No clear patterns in the “favorite topics / readings” data, except for evidence that the Inequality session worked very well!

Other suggestions indicate: (1) no clear evidence that students desire that participation be incorporated into the grade. Furthermore, given that so few people *did* in fact participate, I am inclined *not* to push for participation. I suggest that we incorporate more week-to-week writing assignments (see above), which guarantee that each student will have *something* to contribute;

- (2) Many thought that the class sizes were too large. Hence, either, (1) live with the situation, as it is the best we can do;
- (2) if we have a large incoming class, then hold three sessions;
- (3) reduce the size of new students admitted into the program.

Reading Load. This is an issue. Without exception, student feedback has indicated a reading load which is “far too heavy”. Our traditional response has been threefold: (1) to repeat that we do not expect that all the readings are read carefully, but rather that students develop the skill of carefully skimming and reading selected parts. (2) There is no expectation whatsoever that students need to utilize the recommended readings. (3) In response to past student input, I have indeed already recently reduced the number of themes by two and reduced the total quantity of reading.

Nonetheless, this year a very large majority consider the reading load to be too heavy. We must strike a balance between “sticking to our guns” and “taking student input into account”. I suggest the following.

- (1) Reduce the reading load in each respective session and adopt a rule: each session is to include no more than *eight* book chapter/article length entries.
- (2) Require that writing submissions incorporate *all* the required readings for that respective session;
- (3) Required that *reading* requirements for each respective seminar session include only a *subset* of the required *writing* readings, namely that the instructor identify in advance which *four* of the required readings will constitute the basis of class discussion. Those who are writing for that session, will, as identified in point (2) above, necessarily have read *all* of the required readings.
- (4) Remove *entirely* from the course syllabus the lists of “recommended readings”.